



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

FAMILY & CONSUMER SCIENCES

COURSE: Family and Consumer Sciences

UNIT 9: Culinary Arts

INTRODUCTION

Annotation:

This unit introduces concepts such as the use of kitchen tools and equipment; kitchen safety and sanitation; recipe reading; measuring techniques; abbreviations and equivalents; Food Guide Pyramid; and proper manners and etiquette. This unit strives to equip 6th graders with the skills and techniques to be safe and successful in basic food preparation as well as making healthy choices in eating habits.

Grade(s):

X	6 th
	7 th
	8 th

Time:

Eight to nine 50 minute class periods

Author:

Kathy Gingras, Ed. S.

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

FACS6-CA1: Students will demonstrate food preparation and service knowledge and skills.

- a) Identify basic kitchen equipment and utensils.
- b) Identify kitchen safety procedures and sanitation techniques.
- c) Demonstrate food preparation using kitchen safety and sanitation techniques.
- d) Compare the dietary guidelines and www.mypyramid.gov to weekly meal plan.

GPS Academic Standards:

S6CS2 – Students will use standard safety practices for all classroom laboratory and field investigations.

S6CS3 – Students will use computation and estimation skills necessary for analyzing data and following scientific explanations.

M6N1d – Add and subtract fractions and mixed numbers with unlike denominators.

M6N1e – Multiply and divide fractions and mixed numbers.

M6M1 – Students will convert from one unit to another within one system of measurement (customary or metric) by using proportional relationships.

UNDERSTANDING & GOALS

Enduring Understandings:

Students will understand:

- Following a recipe precisely and measuring correctly will impact the outcomes of the recipe.
- Using proper safety and sanitation techniques when cooking in the kitchen is extremely important.
- Following the Food Guide Pyramid will help in maintaining a healthy diet and weight throughout the lifespan.

Essential Questions:

- Why is kitchen safety and sanitation important?
- How does using proper measuring techniques and using the correct tools and equipment and using them correctly affect the finished food product?
- To what extent do following a recipe correctly, using proper measuring techniques, and using correct tools and equipment properly affect the finished product?
- What role does time management play when cooking?
- How can the Food Guide Pyramid help in making effective food choices?
- Why is it important to use proper etiquette and table manners?

Knowledge from this Unit:

Students will be able to:

- Classify safe and unsafe kitchen safety and sanitation methods.
- Identify different parts of a recipe.
- Explain proper measuring procedures.
- Interpret common abbreviations and equivalents.
- Read and write a recipe.

Skills from this Unit:

- Apply safety and sanitation techniques during lab experiences.
- Measure both liquid and dry ingredients.
- Convert recipe amounts from one measurement type to another
- Manage time effectively when in the kitchen by staying on task and completing the food lab on time.
- Demonstrate good manners.
- Understand the purposes of the MyPyramid.
- Develop a personal meal plan using the Food Guide Pyramid.

ASSESSMENTS

Assessment Method Type:

- ☒ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
 - ☒ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing and commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- ☒ Post-test

Assessment(s) Title:

Food Safety and Sanitation Test (Pretest and Posttest)
Kitchen Conversions

Assessment(s) Description/Directions:**Attachments for Assessment(s):**

Kitchen Conversions



LESSON PLANS

Lesson Plan(s):**1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

FACS6-CA1: Students will demonstrate food preparation and service knowledge and skills.

- a) Identify basic kitchen equipment and utensils.
- b) Identify kitchen safety procedures and sanitation techniques.
- c) Demonstrate food preparation using kitchen safety and sanitation techniques.
- d) Compare the dietary guidelines and www.mypyramid.gov to weekly meal plan.

2. Review Essential Questions.

- Why is kitchen safety and sanitation important?
- How does using proper measuring techniques and using the correct tools and equipment properly affect the finished food product?
- To what extent do following a recipe correctly, using proper measuring techniques, and using correct tools and equipment properly affect the finished product?
- What role does time management play when cooking?
- How can the Food Guide Pyramid help in making effective food choices?
- Why is it important to know proper etiquette and table manners?

3. Identify and review the unit vocabulary.

Accident	Baking powder	Baking soda	Beat	Blend
Chop	Cooperation	Cream	Garnish	Fold
Multi-task	Peel	Recipe	Safety	Sanitation
Slice	Steam	Teamwork	Time management	

4. Assessment Activity.

Pretest and Posttest: Food Safety and Sanitation Test. Go to the following website for the test:

http://www.okcareertech.org/facsed/facsed_files/Middle%20School%20Food%20Safety%20and%20Sanitation%20.doc

Incorporating Mathematics: **Kitchen Conversions** worksheet

- **LESSON 1: INTRODUCTION**

1. Introduce the unit.
2. Have the students complete the Pretest, Food Safety and Sanitation Test. Go to the following website for the test:
http://www.okcareertech.org/facsed/fasced_files/Middle%20School%20Food%20Safety%20and%20Sanitation%20.doc

- **LESSON 2: KITCHEN SAFETY**

1. Lead a discussion with the students on the importance of kitchen safety.
2. Use the attachment **FACS 6-9 Kitchen Safety**. This PowerPoint outlines the following kitchen hazards: falls, burns, cuts, strains, shocks, poisoning and choking.

- **LESSON 3: KITCHEN TOOLS AND EQUIPMENT**

1. Show the PowerPoint attachment **FACS 6-9 Kitchen Tools and Equipment**. The PowerPoint gives pictures and names for 44 common kitchen items.
2. Have the students take notes on the PowerPoint.
3. Optional: Present the PowerPoint slides as a quiz. Use the attachment **FACS 6-9 Quiz Kitchen Tools and Equipment**.

- **LESSON 4: FOOD GUIDE PYRAMID**

1. Lead a discussion on the Food Guide Pyramid. Use the website <http://www.mypyramid.gov/>
2. Ask students to write a short summary about what the Food Pyramid is and its significance.
3. Summarize the most important aspects of the Food Pyramid.

- **LESSON 5: RECIPES AND KITCHEN CONVERSIONS**

1. Describe to the students how to follow a recipe. Use the attachment **FACS 6-9 Following a Recipe**.
2. Review with the students the basics of kitchen conversions.
3. Have the students complete the worksheet attachment **FACS 6-9 Kitchen Conversions**. This may be used as an assessment activity.

- **LESSON 6: QUIZ AND LAB PREPARATION**

1. Have the students complete the measuring quiz. Use the PowerPoint attachment **FACS 6-9 Measuring Quiz**.
2. Prepare the students for the Cookie Lab that will be performed in Lesson 7.

- **LESSON 7: COOKIE LAB**

1. Students will perform a cookie lab. Use the attachment **FACS 6-9 Snickerdoodle Cookies Lab** or **FACS 6-9 Chocolate Chip Cookies** for this lab. Both attachments contain a recipe that can be used for this lab.
2. Have students write a self reflection and evaluation of their performance in the lab.
3. Review the most important parts of the cookie lab. Ex. Following the recipe exactly, temperature, and/or cook time.

- **LESSON 8: POST TEST**

1. Review the topics covered with the students in this unit.
2. Have the students take the Post test. Go to the following website for the test:
http://www.okcareertech.org/facsed/facsed_files/Middle%20School%20Food%20Safety%20and%20Sanitation%20.doc

- **ATTACHMENTS FOR LESSON PLANS**

FACS 6-9 Chocolate Chip Cookies
FACS 6-9 Following a Recipe
FACS 6-9 Kitchen Conversions
FACS 6-9 Kitchen Safety
FACS 6-9 Kitchen Tools and Equipment
FACS 6-9 Measuring Quiz
FACS 6-9 Snickerdoodle Cookies Lab



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

UNIT RESOURCES

Web Resources:

<http://www.mypyramid.gov/>

http://www.okcareertech.org/facsed/facsed_files/Middle%20School%20Food%20Safety%20and%20Sanitation%20.doc

Attachment(s):

[FACS 6-9 Chocolate Chip Cookies](#)

[FACS 6-9 Following a Recipe](#)

[FACS 6-9 Kitchen Conversions](#)

[FACS 6-9 Kitchen Safety](#)

[FACS 6-9 Kitchen Tools and Equipment](#)

[FACS 6-9 Measuring Quiz](#)

[FACS 6-9 Snickerdoodle Cookies Lab](#)

Materials & Equipment:

- Refer to Lesson 7: Cookie Lab

What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker